DOCUMENT RESUME

ED 190 873 CE 026 498

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TITLE Operation Shadow.
INSTITUTION Arizona State Dept. of Education, Phoenix.
PUB DATE 80
NOTE 44p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adolescents; Behavioral Objectives; Career Awareness; Career Choice; *Career Education; *Career Exploration; Children; *Education Work Relationship; Elementary Secondary Education; *Employed Parents; Individual Characteristics; Learning Activities; *Observation; Parent Participation; *Parent Student Relationship; Pretests Posttests; Program Guides; Surveys; Vocational Interests
IDENTIFIERS Operation Shadow; *Shadowing

ABSTRACT

Operation Shadow provides materials for a career education program which gives students ages 11-13 an opportunity to relate school subjects to the world of work. Students spend one month in classroom activities, including study of characteristics of self and others and how these characteristics and interests affect one's choice of a life career. They then "shadow" their parent or assigned adult host by spending a half or full day at the work site, where they perform preassigned tasks. The program concludes in the classroom with followup activities. Materials provided in this kit are divided into three sections. Section 1 contains goals and objectives and a time line. Section 2 provides preliminary and followup activities, including steps and procedures for the teacher and necessary forms: letter of explanation to parents, information form, letter to employer, confirmation of arrangements, employer checklist, and employer evaluation. Section 3 contains the student handbook, related information packet with several games and activities, and bibliography. The handbook describes the program and provides pre- and post-shadowing surveys, student tasks, and forms for tasks to be performed while shadowing: interview of adult worker and observation forms for (1) ideas, things, or people; (2) worker involvement; (3) physical demands; (4) surroundings; and (5) school and work. (YLB)

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OPERATION SHADOW

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Printed in Phoenix, Arizona
by the
Arizona Department of Education
Total Copies Printed - 500
Total Printing Cost - $300.00
Unit Printing Cost - 3.60
Date of Printing - 9/80

SEP 2 9 1980

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FOREWORD

Any paper, document or book is seldom based on a totally original idea. Through shared resources and media, ideas build on one another becoming modified or varied. I would like to recognize the sources drawn from in order to create this "Operation Shadow" kit; they include the Career Education Projects that have so successfully bridged the world of work with our schools and students:

"An Educator's Guide to GCOP" (Group Career Observation Program), Mesa Public Schools, 1978

"Parent/Adult Shadowing", Garcia, Jacob - Mesa Public Schools

"Parent/Adult Shadowing", Parrish, Marilyn - Tempe Area Career and Curriculum Development, 1979

"Parent/Adult Shadowing Experience", Gallow, Paulsen and Jeffries, Mesa Public Schools, 1975

"The Road to Career Observation", Mesa Public Schools, 1978

"Teacher Guide to the Work Exposure Program for 8th Grade Students", Iaquinto, Shirley - Career Education Project, Roosevelt School District

An author does not work in isolation, writing in a solitary smoke-filled room. Those individuals whom I would like to thank for their assistance are: Carol Dalton and Marjorie Combs, former teachers who reviewed "Operation Shadow" for its practicality; the following pilot teachers and their classes: Vicki Bennet, Dawn Loggins and their students at Aguilar School in Tempe, Larry Blakely and his students at Holdeman School in Tempe, Gail Sturgill and her students at Apache Junction, Jerry Erwin, Career Education Specialist in Flagstaff and Mary Sweeney at Tucson Unified School District. Also the Research Division of Arizona Department for the background search, and to my two friends and secretaries, Marlene Howell and Nancy Morgan for their able assistance in the preparation of "Operation Shadow."

Marilyn Parrish Watson

INTRODUCTION

Throughout our society there seems to be three distinct and separate phases we pass through as we go from cradle to park bench; Education, from 5-22; Work, 22-65; Play, 65-beyond. There is very little preparation for the transition from one phase to the other.

As educators, it is our responsibility to give students the basic skills of reading, writing and arithmetic so that they can function in their work life. Another responsibility we have is to help prepare them for entering phase two by giving them opportunities for previews into the world of work. Since one of the goals of Career Education is to show the relationship between school and work, career programs make a natural partnership for schools and teachers wishing to do the same.

One such program that accomplishes both of these tasks is "Operation Shadow". It's unique feature is that the student is assigned to his or her parent or another adult for a day at work, thus it not only is a school related experience, but a special sharing experience for parent and student. Youngsters between the ages of 11 and 13 are at a good age to share their parents work and communicate on a level comparable to the parent.

Prior to the shadowing, students spend approximately one month in classroom activities. These activities include the study of characteristics of self and others and how these characteristics and interests affect one's choice of a life career. Following these preliminary activities, the student will "shadow" their parent or assigned adult host; i.e., actually go to work and spend either a half day or full day at the work site. While there, the student will be performing preassigned tasks such as interviewing the parent or adult, completing forms on similarities between worker functions and school skills, and completing forms on physical surroundings. This program concludes in the classroom with follow-up activities such as reports, displays, discussions and evaluations by all who were involved.

OPERATION SHADOW

GOALS

- The student will gain an understanding of the world of work and its relation to the basic school subjects.
- The student will have exposure to one specific occupation that his or her parent/adult has.
- Parents/Adults have a better understanding of how they can gain participation in the students' learning process.

OBJECTIVES

- Given the occupation shadowed, the student will define one or more of the following: physical surroundings, physical demands, training requirements of the occupation.
- Given a particular occupation, the student will identify and compare school skills related to the occupation.
- Given an occupation shadowed or one their classmates discussed, the student will identify and explain contributions of that occupation to the community.

OPERATION SHADOW

TIME LINE

4 Weeks Ahead	-	Letter Home or to Employer
3-4 Weeks Ahead	-	Preliminary Activities
3 Weeks Ahead	-	Adult Hosts Contacted/Assigned (for those who can't shadow parents)
2 Weeks Ahead	-	Confirmations
"The Day"	-	Shadowing
1-2 Weeks After	-	Follow-up Activities and Evaluations

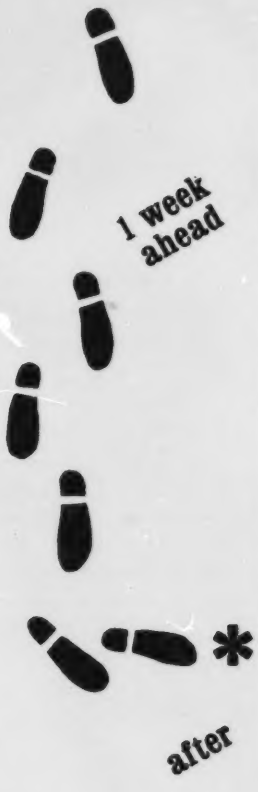
MATERIALS INCLUDED IN THIS KIT

Steps and Procedures for Teacher
Suggested Activities and Resources
Forms for Letters Home, Confirmations and Employer Letter
Evaluations
Student Handbook, Forms to use while Shadowing, Evaluation
Bibliography

OPERATION SHADOW

STEPS AND PROCEDURES FOR YOU, THE TEACHER

1. Skim the entire unit to get the general outline.
2. Secure administrator's approval.
3. Decide how long you wish to spend on this unit. If this is a coordinated project with other teachers in your grade level, this will be a team decision. Choose those activities you want to do from the descriptions provided. Excluding the permission slips and advance notices, the actual pre-activities shadow experience and post activities are estimated to take a minimum of eight (8) hours of instruction.
4. Order films or books needed. Schedule speakers or telelectures.
5. Set a date for the shadow experience (3-4 weeks in advance). Fill in the areas of the forms that call for the name of your school, dates and class numbers. Duplicate the letter of explanation, the information form and several copies of the employee letter in case they are needed.
6. Explain the upcoming event, it's goals and objectives, to the students. Send the letter and information form home (3 weeks in advance) with the students urging them to return the information form as soon as possible.
7. Two weeks prior to the event, start arranging car transportation and work sites for those students who will not be able to "shadow" their parent. If you have students who have an interest in shadowing a particular occupation that you do not have represented in your parent/guardian population, call the Community Resource Service of a Career Education Center if you have one or check with willing parents to see if they can take more than one student.
8. Send out the employer letter to those parents/adults who requested it's use.
9. Two weeks prior to the event send out the parent/guardian permission slips to parents of those students that will be accompanying another parent.



10. One week prior, send out the parent/adult checklist and parent/adult evaluation form to those parents and adults that are going to participate and have students at their work site.

11. Arrange pick-up times and places for those parents who are taking other students along with their daughter/son.

12. Arrange and conduct those pre-activities that you as a team have chosen. Make sure to explain the suggested student activities hour by hour. Use the Pre-Post Student Survey. The purpose for this survey is to assist in determining what the student knows about the occupation he'll be observing before the visit. It also serves to show what information was gained by the visit. The questions on the survey may be added to or altered if that seems appropriate. The sample interview questions are to be used so that students can individually choose those that will fit their particular situation.

13. Recheck last minute transportation and placement details.

14. Shadow experience.

15. Conduct those post activities that you have chosen.

16. Have the students complete the post student survey and the student evaluation form.

FINISH

PRE-SHADOWING ACTIVITIES

Listed below are some suggestions for activities that precede the shadowing experience. Choose those that you feel will help your students get the most out of Operation Shadow.

1. Invite guest speakers into the classroom and conduct informal talk sessions about careers and proper interviewing techniques.

2. "Bread and Butterflies" film series, available in your district film library or by calling Department of Health Services, 255-1012. These films are 15 minutes each and deal with the concepts of self-awareness and work. Two that are highly recommended are "Work Means" and "People, Places and Things."

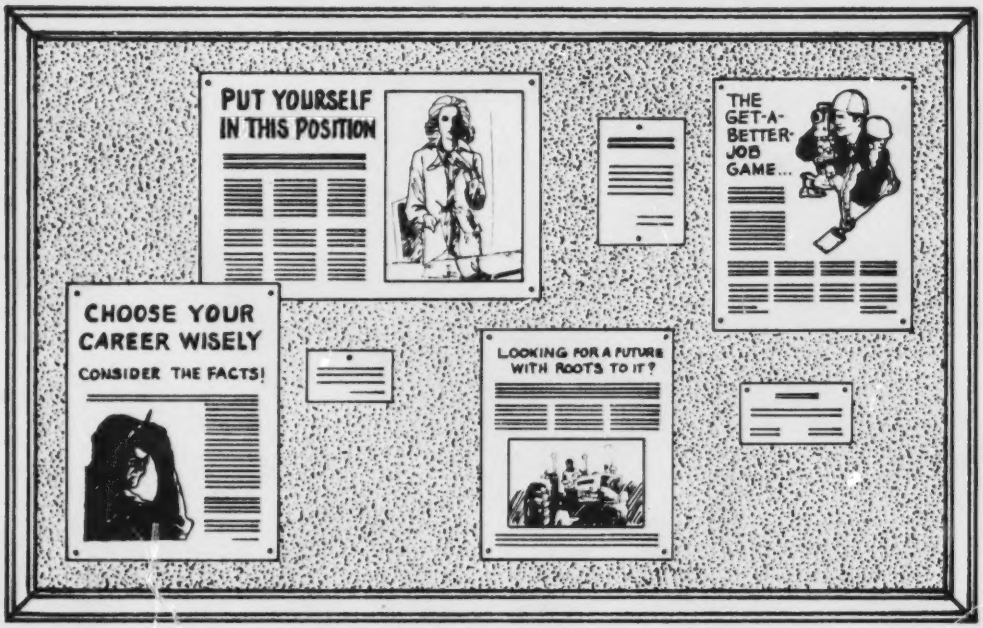
3. Yellow Brick Road is an activity book used for self-awareness. Recommended activities are any of the following: 31, 32a, 32b, 34, 36, 37, 38, 39 or 40. Copies of these activities are included in the Related Information Section of this kit.

4. Have bulletin board displays on occupations represented by parents of your students.

5. Have students create their own interview sheets for questions they specifically want answered.

6. If a portable conference telephone is available, conduct a telelecture so students can learn about workers and practice listening for answers to specific questions.

7. If possible, have some students practice interviewing school staff, using some of the forms in the student handbook.


PUT YOURSELF IN THIS POSITION
THE GET-A-BETTER-JOB GAME...
CHOOSE YOUR CAREER WISELY
CONSIDER THE FACTS!
LOOKING FOR A FUTURE WITH ROOTS TO IT?

POST-SHADOWING ACTIVITIES

1. Have the students complete the bulletin boards that were set aside for the students to decorate.

2. Have the students make models of things that might relate to the job site they visited.

3. Have the students set up interest centers in the classroom with models, audiovisual materials, and books that are related to the career they observed.

4. Students who have visited a job site can be interviewed by others in the class about the career they observed. Thus, students who have visited sites have their knowledge reinforced while others gain some knowledge about that career.

5. Share what happened with this activity by creating a display for the school to see or by writing an article for the school newspaper or to be read over the school public announcement system.

6. Have the students make a booklet - "Our Parents".

7. Have students do floor plans of the sites they visited. Make sure they note all those factors about the working environment - noisy, quiet, crowded, unpleasant smells, pleasant atmosphere, etc.

8. Students that have a camera can present a slide show on their visit.

LETTER OF EXPLANATION TO THE PARENTS OR GUARDIANS

Directives For The Teacher

You'll need to duplicate a copy of the following letter and the form on page 11 to send home with each student. This letter explains the goals and philosophy of the activity.

You'll need to add:

On the letter:

1. The date at the top of the letter;
2. Your room number(s) if applicable in line one;
3. The school name in line one;
4. The day of the week and the date the activity is planned for on line 13; and
5. Sign your name and the date at the bottom.

On the information form:

1. The day of the week and the date of the activity in the first line of the bottom paragraph; and
2. Your name and the name of the school at the bottom.

The staff of _____ School believes that parents, community and schools must work closely together to provide the best possible education for our children. In class we have been learning that all workers in the community have important roles to play in keeping our communities strong. We have been doing a variety of activities to support this concept.

Some of the activities in this area involve developing an awareness of personal interests and abilities and how they relate to occupations. We have been doing many activities this month in preparation for learning about the world of work.

The culminating activity is Operation Shadow. Participation in this final phase of the program will involve both you (or another adult you may recommend) and your child. For one full day, the student will "shadow" you or a designated worker to the job site and learn various aspects about you and your job, i.e., training needed, safety factors, advantages, clothing, tools, equipment, co-workers, duties, and benefits to your community from your job.

We feel this project will enhance your child's understanding of the world of work. It may also prove to be a unique and fulfilling day for you too.

Please complete the form on the attached page and return it to your child's teacher by _____. Thank you for your interest and support.

Sincerely,

Attachment

OPERATION SHADOW

INFORMATION FORM

(___) Yes, I will have my son/daughter at my work site.

(___) No, I cannot participate.

(___) I cannot participate but will volunteer to drive students to work sites.

Parent/Guardian Name: _____

Student's Name: _____

Home Phone: _____

Business Phone: _____

Would you be able to help us place students who parents or guardians cannot participate by allowing 2 or 3 students to visit you at your job? _____

What is the name of the place where you work? _____

_____

Where is it located? _____

What is your job title? _____

Will any safety precautions need to be taken before and during the visit? _____

Would you need a letter of explanation sent to your employer? _____

If so, what is her/his name and company address? _____

_____

_____

This experience will take place _____. You'll be receiving a parent/guardian permission slip and a checklist of questions to discuss during the morning the student is with you.

Please return this as soon as possible to:

OPERATION SHADOW

EMPLOYER LETTER

Dear Sir:

We are writing this letter at the request of your employee, _____ (name), who has offered to help in the parent shadowing activity we will be using at _____ this year. We would like to explain the activity to you and ask your permission to allow your employee to help us.

We have developed a teaching unit by which the young people in our schools will be getting an inside look at the different occupations of our community. We believe that _____ students will benefit greatly from coming into direct contact with individuals in our community who can give them accurate firsthand information about the world of work.

Education has been thought of as taking place mainly within the confines of the classroom and school building. However, we feel one of the most extensive facilities imaginable for learning is our community. We believe in a very real sense that the community is its people, and everyone can be a teacher. The community is full of people to learn from; all we have to do is start asking questions and demonstrate enough interest to get the answers.

We believe this pool of knowledge and experience should be taken advantage of so it can be shared with the students in our school. We developed this teaching unit to meet this purpose.

To implement this unit, we need your help and cooperation. Our unit is set up whereby students will visit and observe a parent or another adult actually working at his/her job. In this way, the employee doesn't lose time away from work and the students get a firsthand look at the worker on the job. By simply observing the worker and asking questions, the students will learn a tremendous amount about an occupation. The student will then take this knowledge back and share it with classmates. Parents and youngsters are both given information that will help prepare them to make the most out of the visits. The students will need to stay approximately two to four hours.

If it is permissible to visit _____ (name) on the job, please let me know by _____.

Thank you for your anticipated support.

_____ (Teacher)

_____ (School)

_____ (Phone Number)

OPERATION SHADOW

CONFIRMATION OF ARRANGEMENTS

Dear _____:

This will confirm arrangements for your student "shadow" on _____ (Day), _____ (Date).

Student: _____

Home Phone: _____ School Phone: _____

Student's Special Interest(s): _____

_____

Transportation Arrangements:

Lunch Arrangements:

Special Information:

Student Responsibilities:

We appreciate your generosity. Your contribution of time and interest is way above the call of duty. We feel the students will benefit greatly from this exposure to the "world of work." Attached is a checklist outlining potential activities you may include in the shadowing experience, the student tasks sheet, and an evaluation form. Please complete and return the evaluation. We will attempt to visit you and your student shadow some time during the day. If you have any questions or comments, please call.

Sincerely,

_____
Teacher

3 attachments

OPERATION SHADOW

EMPLOYER CHECKLIST

1. Explain day's activities to your student shadow; you may want to coordinate this with the student task sheet.

2. Review rules and regulations to be followed by a student during the day.

3. Discuss some of the following:

   - What school subjects are most useful;
   - How important are the "3 R's" (reading, writing and arithmetic);
   - What special training is needed;
   - Why you chose this career;
   - Duties of your occupation;
   - Dangers, if any, on your job;
   - Clothing, tools, equipment needed;
   - Other job co-workers; and
   - Community benefits of your job.

4. Let student observe you at work.

5. You may explain what you are doing and, if appropriate, let students try it.

6. At the close of the day, provide 20-30 minutes for final student questions and discussion.

OPERATION SHADOW

STUDENT TASKS

REQUIREMENTS:

1. FIRST HOUR: Talk to your parent, adult and get to know their job, etc. Spend part of this time with introductions. Ask to meet all the people that work with your parent/adult.

2. Use your Physical Surroundings Form.* Check the following: Is it crowded, noisy, inside or outside work, quiet? Do people have to work very quickly or are things more relaxed?

3. On the School and Work Form,* list the school skills you see being used. Who is using them? Who is using math, who is using reading, etc.?

4. SECOND HOUR: During the next hour, use the Interview Form* to interview your parent/adult. After you have finished, interview a fellow worker. Pick questions from the list on the Interview Form.

5. THIRD HOUR: In the next time segment, observe people and try to picture yourself doing their job.

6. Observe very carefully at least one job you see in operation so that you later will be able to describe it in detail. Observe the tasks people do. Do they work with people, with ideas, with things? Complete the Worker Adjustment,* Physical Demands,* and Ideas, Things, or People Observation Forms.*

7. FOURTH HOUR: On a sheet of paper, list how the work these people are doing benefits you and your community. Who uses the product being produced or the service being offered. How do we all depend on this product or service?

OPTIONS:

1. Watch the way in which people cooperate and get along. Go on a break with your parent/adult. Does the company have an employees lounge? Do the workers stop for coffee or juice? What do they do when they aren't doing work tasks?

2. Draw or photograph the work setting, the workers, or anything else that interests you.

3. Ask your parent/adult if you may try one of the work tasks that they normally do.

*These forms will be with the student when he/she arrives. They are checklists for the student to help guide their observation.

OPERATION SHADOW

EMPLOYER EVALUATION

Name: _____

Occupation: _____

1. What did you like most about this experience?

2. Was the information you received prior to the child's visit helpful?

3. Did any problems arise during the shadowing experience?

4. How would you suggest the program be improved?

5. Would you be interested in participating in the program again?

COMMENTS: (In your opinion, what are a few major things your shadow learned?)

Thank you for your time and cooperation.

_____
Teacher

OPERATION SHADOW

STUDENT HANDBOOK

HAVE YOU EVER WONDERED WHAT IT WOULD BE LIKE TO BE ABLE TO FOLLOW YOUR PARENT OR OTHER ADULT TO WORK?

HAVE YOU EVER WONDERED WHAT IT WOULD BE LIKE TO SEE THE KINDS OF ACTIVITIES YOUR MOTHER AND/OR FATHER MIGHT DO AT WORK?

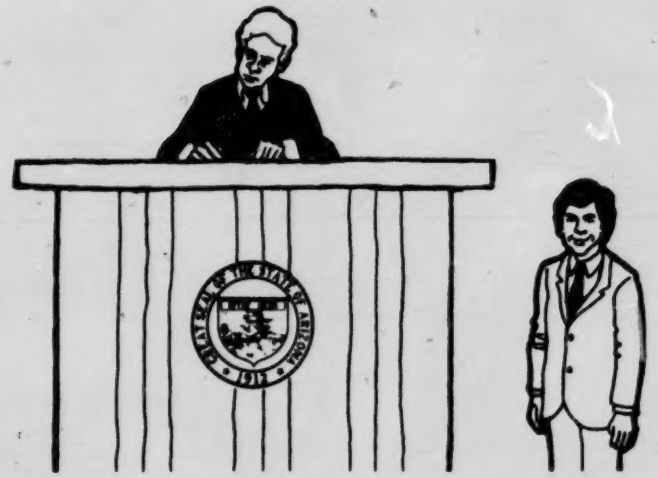
HAVE YOU EVER WONDERED WHAT KINDS OF TOOLS YOUR MOTHER AND/OR FATHER MIGHT USE AT THEIR JOBS?

The main purpose of this activity is to give students like yourself an inside look at the occupations of your parents or other adults.

The title of this program is "Operation Shadow". After several weeks of classroom activities, each student will go to work with his or her parent through the day and "shadow" them at work. Following that, you and your classmates will share your activities with each other through reports, discussions and displays.

By "shadowing", you receive firsthand information about the world of work. To help you benefit from this experience of shadowing, your host will receive a checklist of ways to best help you in this learning experience. Here are a few topics your host might talk to you about:

- Duties involved in work;
- Job safety;
- Special clothing that needs to be worn;
- How they became interested in their job;
- People who work with them at their job;
- How the community benefits from the work they do; and
- Rules and regulations observed.



A checklist is also given to you. This checklist suggests possible questions you might ask during your "shadowing" or things you might want to talk about. Examples are:

- Getting to know your host's job;
- Introducing yourself to other employees;
- Noticing the different work surroundings you might see;
- What school skills do you see being used and who is using them? Who is using math? Who is using reading?
- Observing tasks people are doing.
- How does this job help the community?
- How did you decide on this occupation?
- Where did you learn about how to get this job?
- How did you find out this job was open?
- Is there anything you wish you had studied more about in school?
- Did you need any special training?
- What part of your career is related to your hobbies?

The activities for shadowing do not only occur at your parent's job site, but also in the classroom. Activities might vary within your classroom. Here are some examples:

- Your teacher may invite career speakers to the classroom and conduct an informal talk session using proper interviewing techniques.
- Your teacher might set aside a bulletin board for you to design or place your work on;
- Design your own interview sheet with those questions you want answered and observations you plan to make.
- Practice job interviews with students;
- Interview a school staff member. This practical experience should help you get the most from this activity.
- Bring cameras to the job site and take slide pictures. After the slides have been developed, you may have your group that went to the site get together and develop a slide presentation that they can share with the rest of the class. Make sure you have permission from your host before taking pictures.

- Make models of things that might relate to the job site you visited.
- Set up interest centers in the classroom with models, audiovisual materials, and books that are related to the career you observed.
- Have others in the class interview students who have visited a job site about the career they observed.
- Share what happened with this activity by creating a display for the school to see, writing an article for the school newspaper or to be read over the school public announcement system.
- Make a booklet - "Our Parents", and use it for a class presentation.
- Draw floor plans of the sites visited. Make sure the plans note all those factors about the working environment - noisy, quiet, crowded, unpleasant smells, pleasant atmosphere, safety features, etc.

OPERATION SHADOW

PRE-SHADOWING SURVEY

Student	Shadowing Assignment

1. What do you think this job involves?

2. Do you think you will like this occupation? Why?

3. What special skills do you think a person in this occupation needs?

4. What do you think your responsibilities are while you are working with this person?

5. Do you think there is any special education or training needed for this job?

OPERATION SHADOW

STUDENT TASKS

REQUIREMENTS:

1. FIRST HOUR: Talk to your parent/adult and get to know their job, etc. Spend part of this time with introductions. Ask to meet all the people that work with your parent/adult.

2. Use your Physical Surroundings Form. Check the following: Is it crowded, noisy, inside or outside work, quiet? Do people have to work very quickly or are things more relaxed?

3. On the School and Work Form, list the school skills you see being used. Who is using them? Who is using math, who is using reading, etc.?

4. SECOND HOUR: During the next hour, use the Interview Form to interview your parent/adult. After you have finished, interview a fellow worker. Pick questions from the list on the Interview Form.

5. THIRD HOUR: In the next time segment, observe people and try to picture yourself doing their job.

6. Observe very carefully at least one job you see in operation so that you later will be able to describe it in detail. Observe the tasks people do. Do they work with people, with ideas, with things? Complete the Worker Adjustment, Physical Demands, and Ideas, Things, or People Observation Forms.

7. FOURTH HOUR: On a sheet of paper, list how the work these people are doing benefits you and your community. Who uses the product being produced or the service being offered? How do we all depend on this product or service?

OPTIONS:

1. Watch the way in which people cooperate and get along. Go on a break with your parent/adult. Does the company have an employees lounge? Do the workers stop for coffee or juice? What do they do when they aren't doing work tasks?

2. Draw or photograph the work setting, the workers, or anything else that interests you.

3. Ask your parent/adult if you may try one of the work tasks that they normally do.

OPERATION SHADOW

INTERVIEW FORM

Directions: You should be able to interview your adult worker. Use all the questions in the interview if time permits. Notes are to be taken on all questions.

WORKER: _____ JOB: _____

1. Why do you work? (except for money)

2. What school skills must you use in your work?

3. What type of special training do you need for your job?

4. Is there anything you wish you had studied more about in school?

5. Name at least one ability you have that makes you good at your occupation?

6. Why did you choose this occupation?

7. Why do you like your work?

8. Will there be jobs like yours five to ten years from now?

9. If I wanted a job like yours, what advice would you give me?

10. What do you value outside your job?

11. How does your job affect the things you value?

12. What skills are most important to have to be able to get along with others?

OPERATION SHADOW

OBSERVATION FORM - IDEAS, THINGS, OR PEOPLE

WORKER: _____

1. What does this worker produce? _____
2. Is the product Goods or Services? _____
3. How much of the worker's time seems to be spent working with:

	25% (1/4)	50% (1/2)	75% (3/4)	200% (ALL)
IDEAS				
PEOPLE				
THINGS				

4. What abilities must someone have to do this job? _____

_____

5. How much skill does the worker's job require?

	HIGHLY SKILLED	SOME SKILLS	REQUIRES LITTLE SKILL
IDEAS			
PEOPLE			
THINGS			

Adapted from a similar activity in Bread and Butterflies: Curriculum Guide for Teachers, 1974

OPERATION SHADOW

OBSERVATION FORM - WORKER INVOLVEMENT

Directions: Watch the worker. Check the answer column.

WORKER: _____

	YES	NO	?
1. Does the worker do many different activities?			
2. Does the worker do just one thing?			
3. Is the worker told exactly what to do?			
4. May the worker use his/her own ideas?			
5. Does the worker tell others how to do their work?			
6. Does the worker do his/her work alone?			
7. Does the worker do his/her work with another worker?			
8. Does the worker work in a room area where others are working?			
9. Does the worker work in a room area where he/she is alone?			
10. Is the worker's work dangerous?			

OPERATION SHADOW

OBSERVATION FORM - PHYSICAL DEMANDS

Directions: Watch the worker. Circle the answer.

WORKER: _____

1.	Worker uses hands (as in construction, a bottler or an electrician).	YES	NO	?
2.	Worker uses eyes (as in laboratory work or close detail inspection).	YES	NO	?
3.	Workers works with people.	YES	NO	?
4.	Worker works with ideas.	YES	NO	?
5.	Worker works with things.	YES	NO	?
6.	Worker works outside.	YES	NO	?
7.	Worker works inside.	YES	NO	?
8.	Worker lifts large objects.	YES	NO	?
9.	Worker bends and stretches.	YES	NO	?
10.	Worker makes rapid, repetitive movements (as in assembly line).	YES	NO	?
11.	Do you think the worker's job takes physical strength or stamina?	YES	NO	?
12.	Would you like to do this job?	YES	NO	?

OPERATION SHADOW

OBSERVATION FORM - SURROUNDINGS

Directions: Check any description that fits the work surroundings.

WORKER: _____

1. Work Conditions

_____Inside	_____Outside	_____Very Busy
_____Noisy	_____Quiet	_____Cold
_____Clean	_____Dirty	
_____Relaxed	_____Hot	

2. Kind of Job

_____Repetition	or	_____Variety
_____Works Alone	or	_____Works With Group
_____Produces Goods	or	_____Produces Services
_____Makes Decision/In Charge	or	_____Follows Directions

OPERATION SHADOW

OBSERVATION FORM - SCHOOL AND WORK

Directions: List the skills being used and who is using the skill.

SCHOOL SKILL	WHO IS USING

Be able to answer these questions about each worker:

1. How does the worker use the skill(s)?
2. What problems would the worker have if he/she didn't know and use the skill(s)?

OPERATION SHADOW

POST-SHADOWING SURVEY

1. What kind of work did you see on your job assignment?

2. What did you like best about this experience?

3. What did you like least?

4. Do you think you would like to have this job? Why or why not?

5. Write a paragraph to tell about the person you visited with for a day. Include how their personality lends itself to the job they have.

RELATED INFORMATION PACKET

CAREER BINGO

HISTORIAN	SOCIOLOGIST	CITY MANAGER	SOCIAL WORKER	URBAN PLANNER
LAW ENFORCEMENT OFFICER	CARTOGRAPHER	STOCKBROKER	NEWS COMMENTATOR	LABOR LEADER
ARCHAELOGIST	POLITICAL CARTOONIST	FREE	POLITICAL SCIENTIST	ANTHROPOLOGIST
EXPLORER	GEOLOGIST	NAVIGATOR	TRAVEL AGENT	GENEALOGIST
ECONOMIST	LIBRARIAN	REPORTER	MARKET SPECIALIST	MUSEUM CURATOR

Make transparency of bingo game to use on overhead projector. Student bingo card will be blank. Put master on screen; have students make their own using different order than master. This will make each student's copy different.

Identify the term by the definition. Teacher (or students) will read definition. Student will locate occupation that fits definition and place marker in that square. Check answer after each turn. If students have placed marker in the wrong place, they will remove marker and lose one turn. Five in a row wins. Prize could be given to winner.

SOME CAREERS RELATED TO SOCIAL STUDIES

Administrator
Anthropologist
Antique Dealer
Archaeologist
Archivist
Biographer
Cartoonist
Cartographer
City Manager
Clergyman
Conversationalist
Consultant
Counselor
Criminologist
Diplomat
Economist
Environmentalist
Explorer
Fashion Designer
Foreign Service Person
Forester
Genealogist
Geologist
Government Worker
Historian
Judge
Labor Leader
Law Enforcement Officer
Lawyer
Librarian
Market Specialist
Military Person
Movie Designer
Movie Writer
Museum Curator
Navigator
News Commentator
Personnel Manager
Political Scientist
Politician
Pollster
Psychologist
Public Relations Person
Realtor
Reporter
Rural Planner
Social Worker
Sociologist
Statistician (Economic)
Stockbroker
Teacher
Travel Agent
Urban Planner
Writer

ANTHROPOLOGY

The study of man in relation to race, physical character, environment, social relations and culture.

ARCHAELOGY

A scientific study of the material remains of the culture of a people.

CARTOONIST (POLITICAL)

A satirical drawing commenting on public and political matters.

CARTOGRAPHER

One who makes maps.

CITY MANAGER

An official employed by an elected council to direct the administration of a city government.

ECONOMIST

One who deals with the social science concerned chiefly with description and analysis of the production, distribution, and consumption of goods and services.

ENVIRONMENTALIST

One who is concerned with our physical environment and the preservation of our natural resources.

EXPLORER

A person who travels in search of geographical or scientific information.

GENEALOGIST

A person who traces or studies the descent of persons or families.

GEOLOGIST

One that deals with the history of the earth and its life especially as recorded in rocks.

HISTORIAN

One who produces a record of past events.

LABOR LEADER

One who is the head of an organization of workers formed for the purpose of advancing its members' interests in respect to wages and working conditions.

LAW ENFORCEMENT OFFICER

Charged with the safety and protection of life and property of the individual and society.

LAWYER

One whose profession is to conduct lawsuits for clients or to advise as to legal rights and obligations in other matters.

NAVIGATOR

One who steers or controls a course of travel.

PERSONNEL MANAGER

Manager of a body of persons usually employed in some public service or in a factory, office or organization.

POLITICAL SCIENTIST

A social scientist concerned chiefly with the description and analysis of political and especially governmental institutions and processes.

POLLSTER

One who conducts a poll or compiles data obtained by a poll.

REPORTER

One who gathers, reports, or comments on the news.

SOCIAL WORKER

Helps people lead happier and more useful lives by helping them solve problems such as broken homes, poverty, and poor job skills. By listening, counseling, etc.

SOCIOLOGIST

Studies, collects, and analyzes information about the way people live in groups such as families, neighborhoods, cities and regions of different countries, and how their groups affect behavior.

STATISTICIAN (ECONOMIC)

One versed in or engaged in compiling economic statistics. Also one engaged in the study of political facts and figures.

TEACHER

One whose occupation is to instruct.

TRAVEL AGENT

A person engaged in selling or arranging personal transportation, tours or trips.

URBAN PLANNERS

One engaged in the study and planning of the physical needs or urban society.

TIME YOURSELF

HERE'S A TASK FOR YOU TO DO! TIME YOURSELF! SEE IF YOU CAN FIND THESE WORDS IN THE FIELD BELOW.

EXPLORE
TOOLS
WORK
JOB
SHADOWING
SITE
DUTIES
OCCUPATION
SKILLS
TASKS
RULES
PAY
EMPLOYEE
INTERVIEW

O E R U L E S S X
C X A H L M T H A
C P B J N S P A Y
U L W O R K U D E
P O C B P I D O T
A R T I Q L U W A
T E O J S L T I S
I D O K I S I N K
O E L O T V E G S
N F S R E S S W Y
G E M P L O Y E E
I N T E R V I E W

40

SKILLS MASTER

EMPLOYMENT APPLICATION

Mr.
Mrs.
Miss
Name _____
Last First Middle Telephone

Present Address _____ City _____ State _____

Type of Work Preferred _____

Full-Time (___) Part-Time (___) Evening (___) Hours Preferred _____ Salary Requirement _____

Willing to Work Overtime? Yes (___) No (___) Available Date _____

Education

Attended Month & Year	Type of School	School Name and Address	Major Field of Study	Graduated Yes	Graduated No	Average Grade
From		Name				
To		City State				

Special Courses _____

Academic Honors _____

Hobbies & School Activities (other than religious or racial) _____

PREVIOUS EMPLOYMENT RECORD

Dates Mo. and Yr.		Company	Position Held	Salary Starting
From	Present or Last Position	Address	Your Supervisor	Final Salary
To		Business	Your Department	Phone Number
		Reason for Leaving		Full Time ___ Part Time ___ Temp ___

READ CAREFULLY

EMPLOYMENT IS SUBJECT TO: PASSING PHYSICAL EXAMINATION BY COMPANY DESIGNATED PHYSICIAN. SATISFACTORY REFERENCE REPORTS. ACCURACY OF ALL PRE-EMPLOYMENT INFORMATION FURNISHED INCLUDING HEALTH QUESTIONNAIRE.

_____
Signature of Applicant

APPLICATION FORMS

Life is full of "red tape", and filling out application forms is a part of this "red tape". We all have to do it at times.

An application for employment is a common kind of application form. You will also need to fill out application forms for credit, for school admittance, for an auto or motorcycle operator's license, and for a Social Security card. If you move to another house, you will fill out a post office change of address order, which is a kind of application.

The information you give on an application for employment helps the employer to decide whether you can do the job well. The application will ask for your education or job training, your work skills, and your work experience.

If the company is small, the boss will give you the application form. In a large company, go to the personnel office.

References

Most applications ask you to give the names and addresses of three or more persons besides former employers as references. References are people who can tell how reliable you are. Usually the applications state that these persons may not be related to you. Persons you choose for references should be good citizens who have known you for several years. Your banker, other business acquaintances, a minister, or a close neighbor make good references. Before you use a person's name as a reference, ask him if you may do so.

Personal Data Sheet

It is important to fill out application forms correctly. These forms represent you when you are not there. Leave a good impression. Be neat and give all the information asked for.

How can you remember all the information you will need to fill out an application form? It's simple. Make a personal data sheet for your own use. Take it with you when you apply for a job or when you need to fill out another kind of application form.

Here is some of the information you will want to put down on your personal data sheet:

- Your Social Security number;
- Names and locations of school you attended, dates of graduation, courses taken;
- Former employers, their addresses, the kind of work you did, and your reason for leaving each job; (Acceptable reasons are "to take a better job", "moved", or "laid off-seasonal".)
- The full names and addresses of at least three references.

Most job application forms ask for your work and education history so don't forget to take this information with you.

CHECKUP

Get the Facts

A. Draw a line under the right word or words to complete the sentence.

1. When you fill out an employment application, you are asking for a) references, b) work, c) information, d) a loan.

2. The employment application you fill out will give information to the a) bank, b) employer, c) school, d) post office.

3. When you fill out an application for credit, you are asking for a) a job, b) a loan, c) a money order.

4. When you are asked to give a reference on a job application, you should give the name of a) your brother, b) your present employer, c) a business acquaintance.

5. If you want your mail forwarded to a new address, you should get a) a credit application, b) a mail order form, c) a change of address form.

Understand the Main Ideas

B. What are the three kinds of information an employer usually asks for on a job application?

_____

_____

_____

C. List the things you would put down on a personal data sheet.

_____

_____

_____

_____

Develop Your Word Power

D. Study the words in this list until you are sure you can read, spell, and use each one.

1. acquaintance	3. education	5. employment
2. application	4. employer	6. information

E. For your homework assignment, fill out the application for employment form on the next page.

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